

Volume 36 Number
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Route to

School Life



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U. S. DEPARTMENT OF HEALTH,
EDUCATION, AND WELFARE
Office of Education

Rules To Live By

IN ADDITION TO THE THREE R's, school children today are learning in their classrooms the rules of good manners, fair play, and good citizenship. Some months ago, several District of Columbia schools (at the suggestion of Associate Superintendent Carl Hansen) asked all pupils to think about their conduct and even write down a set of rules on how to be good boys and girls.

Some of the parents read these rules and liked them. The idea set them to thinking—perhaps they should have a code of conduct to help them to be good parents. The following are the codes of conduct which were compiled by the children and the parents of Shepherd Elementary School (Washington, D. C.), through their Student Council and the PTA.

Children's Code

We, the children of Shepherd School, in order to become better citizens and to show our appreciation for our many privileges, set up for ourselves the following responsibilities:

1. Do my best at all times.
2. Listen courteously and learn all I can.
3. Be courteous at all times.
4. Keep my mind and body healthy and clean.
5. Be prompt and use my time wisely.
6. Be trustworthy in little things as well as in big things.
7. Be cheerful and help others to be happy.
8. Play fairly and honestly and with good sportsmanship.
9. Share willingly and generously with those in need.
10. Treat others as I would like to be treated.
11. Help others by fulfilling my responsibilities faithfully.
12. Respect my parents, teachers, patrols, and the many other people who help me.
13. Obey the rules of my home, my school, my city, and the United States of America.
14. Take good care of the property of others, as well as my own.
15. Keep my home, school, and community beautiful.
16. Settle differences peacefully by talking them over.
17. Remember to be forgiving and that I may not always be right.
18. Live up to the promises that I make when I pledge allegiance to my flag.
19. Follow my religion faithfully and respect the beliefs of others.
20. Do all the good things I know a citizen should do every day so that I may become a finer and better person.

These are the qualities I should have to be a good citizen of the United States of America.

(Parent's Code on page 51)

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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THE OFFICE OF EDUCATION was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

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President Eisenhower

Speaks on Education¹

At Defiance College

I AM HERE because of my ultimate faith in education, as the hope of the world: Christian religious education, man's free access to knowledge, his right to use it. I believe that unless all negotiations between nations are based upon a growing understanding between the peoples of those nations, there is no validity and no permanence to whatever arrangements may be made.

And so I think that the function of the school commands the presence of anyone in the United States, when there is a significant occasion in any one of our important schools, and that person can find it proper to attend.

I am here because I want to pay tribute to one of the greatest States in the United States—in its 150th year. I deem it a signal honor that I may be here in order to say "Long Live Ohio," not merely for 150 years but on down through the ages—one of the prize jewels of that great crown they call America.

And long may this library here stand to serve the needs of Defiance College. May it help assure to all her students free access to knowledge, just as the teachers of this institution will help them make intelligent use of that knowledge.

Now, for me, today's ceremony means more than physical participation in the laying of a cornerstone. This community and this college have a deeper significance than anything done or any words that can be spoken here this noon. On this spot we are close to landmarks in American history, and with us on this campus are thousands of young people who are tomorrow's builders of a greater and better America. What we see is the past and the future joining with the present in this ritual of dedication.

At one spot in this town, I have been told, a stone marks the site of the first French mission on the Maumee River, established more than 300 years ago. At another, the earthworks of Fort Defiance remind us that 160 years ago the forward command post of the American Nation was here. Other landmarks are canal locks and monuments and buildings that recall the mighty expansion of the American economy from an agricultural society to the first place among the world's industrial powers.

Consequently, in Defiance, whose roots are deep in the American past, it is fitting that I humbly salute the generations of men and women, the builders of Ohio, in this, the sesquicentennial year of their State. They were explorers and trappers and missionaries, traders and farmers, and teachers, diggers of waterways, and skilled operators of an industrial empire. Above all else, however, in the story of their achievements, they helped construct a way of life—the American way of life, of which the cornerstone is an indestructible faith in man's dignity as a child of God.

We today live in communities across this land, enjoying justice, opportunity, and freedom, because from the beginning of our history until this very day those generations labored and fought and sacrificed so that justice and opportunity and freedom might be every American's birthright.

In their foremost ranks stood one whose name will live in reverent memory so long as the Republic lives. Senator Robert Taft dedicated his life to the service of his State and his country. To every task he brought an informed mind, an insatiable hunger for the full truth, a zeal in the cause of justice and opportunity and freedom for all his fellow citizens. He stands out in his age as one of the great builders of the American way that is our heritage. This heritage is

our most precious possession. What we do individually to conserve it, to strengthen it, to enrich it, is the only true measure of our devotion to it. More than this, it is the only true measure of the claims we can possibly have on posterity's memory. The wealth we may accumulate, the public prestige we may enjoy, the social position we may obtain, are all meaningless in the long vista of time, unless all are made to serve the cause of human dignity and freedom. What value dollars, or acclaim, or position in a world where justice, opportunity, and freedom are lost to us by force, by subversion, or by our own neglect?

A chief bulwark of our heritage against any such decay has been, and is and will be the American school system—from the one-room, red-brick building at a country crossroads to the largest of our universities.

In the days of the Constitutional Convention in Philadelphia, Thomas Jefferson wrote to a friend these words: "No other sure foundation," he said of education, "can be devised for the preservation of freedom and happiness." Then, with the fervor of a lifetime devoted to the increase of liberty and happiness among men, he added, "Preach a crusade against ignorance."

The crusade was preached and was waged successfully. Impelled by it, our forebears added the school—the community school to the home that was the center of man's life as a family being, and to the church that was the fountain of his faith as a religious being. They were intent on providing an armory of knowledge where Americans might gird themselves for the obligations and the challenges that those founding fathers knew would be inescapable in a system of representative government.

The results are written across the history of our country. By every step taken to

¹ Excerpts from the President's address at the laying of the cornerstone of a new library building at Defiance College, Defiance, Ohio, October 15, 1953.

banish ignorance, we have increased our hold on liberty. By every measure taken to enlarge our comprehension of the world in which we live, we have amplified the possibilities for human happiness. We possess in our land a largeness of justice and freedom beyond our forefathers' dreams, because the education of our youth has been a primary goal of this Nation.

Our school system is more important than it was before, because the job of being an American citizen is more complex than ever before in our history. Knowledge and understanding and wisdom, beyond the demands of yesterday, are required of tomorrow's citizens. Our schools—all our schools—in consequence, must have a continuing priority in our concern for community and national welfare.

In our school system, an important place is filled by the small, often church-related, liberal arts colleges. These institutions, for generations in the van of higher education, have covered our land. They have

brought the advantages of college training to thousands upon thousands who, except for the existence of these institutions, could never have enjoyed this privilege.

Now we are caught in a squeeze between temporary decreased enrollments and high costs. But the great traditions they bring to today's students of their own intellectual leaders and fervent patriots of the past must not be lost. The importance of the place they occupy in American life needs not fewer but more of them. Indeed, I firmly believe more extensive education than that obtainable in high schools must be brought to every community and every locality in such a way that every young person regardless of his means, or his lack of means, can go to school for a minimum of 2 additional years.

Now, today, each of these small, almost neighborhood colleges is striving to fit itself better to serve its students, its community, and its country. Each of them shares—as does every typical American

home, and every church—in the American inspiration, the American purpose, and American goals.

On this campus, typical of the small liberal arts college, I deem it a privilege, indeed I consider it a duty, to pay my tribute to these schools. Already they have contributed much to the American way. Their potential contributions to the country's future are beyond calculation. So we participating in the dedication of this library are expressing our support of this kind of education, of this kind of school. Thus, we are performing one of the duties of citizens in a free nation. Thus we symbolize our continuing faith in man's ability, under God, to govern himself intelligently. Thus we hope to assure the future strength and the eternal freedom of America. My friends, to each of you who has come out this morning and has done me the courtesy of listening to the thoughts I have expressed, my warm thanks. I am grateful to you.

Teaching Taxes in Our High Schools

OUT IN CHICAGO, two 12-year-old youngsters from the West Side paired up as a street dancing team. In the vernacular of show business, "they were naturals and they clicked." Money poured into their little pockets.

Somewhere, somehow, they learned that their new-found fortune carried with it a tax obligation. They got the necessary forms, filled them out themselves, and paid their tax. In due time, their returns were checked by the Internal Revenue Service. They were accurate!

Perhaps that doesn't surprise you. It will, though, if you stop to realize that 25 percent of all the American adults who fill out tax forms do so incorrectly.

Filling out the income-tax forms properly, honestly, and accurately is not really much of a job—those children proved that and so have other youngsters.

Just think what this 25-percent error costs the country—auditing; investigating; conferring with taxpayers; correcting; issuing deficiency notices; and handling

correspondence, interest payments, fines, and all the other details brought into play when an inaccurate return is filed.

For one thing, history, with its negative tax experience, warns us to be wary, to look with a jaundiced eye on taxes or anything related to them. Despite the part we, as citizens, now play in our self-assessment and voluntary declaration of our tax obligation, it is difficult for us to remove the psychological wall that history has created. There are also certain complexities in the American system of taxation, although these exist only because of an earnest attempt at equity. These complexities add

to the mental barrier. This attitude is costly to you as the taxpayer. The Internal Revenue Service believes this fear is needless and thinks it can be cured.

Commissioner of Internal Revenue T. Coleman Andrews has said:

Today and in tomorrow's tomorrow, the American tax dollar is and will be the axis on which the world revolves. What then can be more important than a generation of tax-educated citizens who can and will prepare the proper tax forms correctly and pay the proper tax?

The Internal Revenue Service spends little on the processing of honest, correct tax returns. The terrific cost to all of us as taxpayers is that 25 percent error factor. Millions upon millions of dollars are spent in correcting errors. If tax education is made a part of the high school curriculum year after year, I know that this costly error factor will decrease. Each year one million new names join the existing millions of American taxpayers. These new taxpayers are or were recently high school students.

The Office of Education is pleased to present this timely article to educators in cooperation with the Public Information Division of the Internal Revenue Service. The Office also cooperated this year, as in the past, with the Service in making available the TAX TEACHING KIT to schools.

As the head of your Revenue Service, I promise you this: Give me a tax-wise student as a new taxpayer and I will release the money so saved into productive rather than nonproductive channels. With his return free of error, I can invest the man-hours released into front-line enforcement—to ferret out the hidden tax dollar—that hidden dollar that goes into the pockets of the unscrupulous few and out of the pockets of the honest many.

The result of such reasoning was that last year the service distributed a modest tax instruction kit to the Nation's high schools. The results far exceeded expectations.

A scientifically selected cross-section of the tax returns prepared by American high-school students in this plan was carefully audited—and the error factor was less than 2 percent, far below the normal national average of 25 percent. Can you ask for better proof that tax education at the high-school level is desirable?

With this experience behind it, the Internal Revenue Service expanded its Tax Teaching Kit for this school year. The present edition includes a teacher's manual, with answers in the back; small duplicates of the form 1040 and the withholding forms, so that the students actually may work them out themselves during classroom instruction; and blowups of the forms, which the teacher can thumbtack to the blackboard for demonstration purposes.

These kits are available to high schools, more than 20,000 of which already have requested and received them. Requests for kits from other high schools will be filled as quickly as possible, as will requests for additional copies of any of the parts of the kit. Such requests should be sent to the Public Information Division, Internal Revenue Service, Washington 25, D. C.

In addition, the Regional Commissioners and the District Directors of the Internal Revenue Service have been asked to make themselves and their key officials available, within time and duty limitations, to schools for personal appearances in connection with the teaching of taxes.

The aim of the Internal Revenue Service is to serve Americans better and at lower cost. The High School Tax Teaching Kit is felt to be one major step toward this goal, a step which can be taken successfully only through the patriotic and positive cooperation of the high-school superintendents, principals, and teachers.



High school students learn to prepare income tax returns.

Parents' Code

(Continued from page 2 of cover)

We, the parents of Shepherd School children, realize that what we think, do, and say is reflected in our children, and have compiled the following responsibilities. Therefore our goals are:

1. To promote family unity by creating a happy home environment for work and play.
2. To recognize our child's limitations as well as his abilities.
3. To stress the importance of honesty to ourselves and our fellow men as a basic virtue.
4. To encourage mutual love, respect, and courtesy between parent and child.
5. To stimulate participation in group activities to promote social achievement.
6. To treat each child with dignity and consideration, allowing him to participate in family decisions.
7. To assure our family's interest in the church or synagogue of our choice by active participation.
8. To show the meaning of God in everyday happenings; to stress the spiritual as opposed to material values.
9. To respect and understand the religions, beliefs, and customs of others.

10. To be charitable, tolerant, and understanding.
11. To learn to express ourselves without the use of profanity.
12. To develop a wholesome teacher-child relationship, stressing promptness, respect, and consideration.
13. To encourage and stimulate our child's interest in learning.
14. To keep open minds on new methods in education: to be cognizant of school activities.
15. To participate in citizens groups for the promotion of recreational, educational, and civic needs.
16. To work together on problems that influence young people of all ages.
17. To teach consideration for common property through respect for own and others property.
18. To keep community and personal property clean and attractive.
19. To realize that with our democratic privileges, we also have certain definite obligations.
20. To teach democracy as a way of life.
21. To give wholehearted support and protection to the Constitution of the United States.

Delinquency—An Important Problem in Education

by Samuel Miller Brownell, U. S. Commissioner of Education

THE OFFICE OF EDUCATION, according to its organic law of 1867, has the responsibility to collect and provide educational information and otherwise promote the cause of education. The operation of schools is a State responsibility which is largely delegated to the local communities. To me, this means that the Office shall provide leadership, without coercion, in any good cause related to education. Education means more than mere schooling, although it is the school's responsibility in education that is the major focus of the activities of the Office of Education.

We are interested in delinquency because it is an important problem in education. The existence of delinquency proves that education in its broad sense has not been fully successful, that the combination of home, school, church, and other factors of environment have been unable to prevent the child from doing things which make us consider him a delinquent.

Schools want to detect potential juvenile delinquents. They try to discover the influences which are causing delinquency. They seek to prevent and cure delinquency.

In this brief discussion, I wish to outline the main problem of delinquency first. Secondly, I want to show the relation of schools to delinquency. Finally, I wish to propose four recommendations.

As this committee knows, the problem of delinquency is grave.

It is estimated that "legally delinquent" children (i. e., those who have broken the laws and have been referred to the juvenile courts) amounted to 385,000 in 1952. This is approximately 2 percent of the 18,676,000 children in the 10 to 17 age group. The actual number of children who have broken the law but whose cases may have been disposed of without court action probably approaches 1 million. This overall figure is between 5 and 6 percent of the 10 to 17 age group. However, we should interpret

these figures with caution. Dr. Fritz Redl, discussing this problem recently, warned against an easy classification of many children as delinquents. He pointed out that children often break the law under some sudden stimulus or in special circumstances. They do not repeat as lawbreakers. The comparison between adults on the loose at a convention and these youths is appropriate.

To summarize, the total number of juvenile delinquents hovers somewhere between the 385,000 legally entangled (many of whom, however, probably bear this stigma unnecessarily) and the larger number of 1 million some authorities suggest. Expressed in percentages, 95 to 98 percent of our children are normally law abiding. Nevertheless, we are striving to make these percentages still higher.

Let's look more closely at schools and delinquency. The home, the church, the neighborhood, and the school each influences children. The school, by law, has children under its control from about age 5 or 6 to 14 to 16—roughly 5½ hours a day for 8 or 9 months a year, minus the short vacations, or less than one-fifth of the waking hours of a child during a 10- or 12-year period. The home and neighborhood control his activities entirely during the formative preschool age and more than four-fifths of the time during his school years. Schools, therefore, have definite limitations as well as challenges in considering what they can do to strengthen good family and neighborhood influences and to offset poor ones.

Exhibit A shows that, using 1952 tables

This statement was made by Dr. Brownell before the Senate Subcommittee on the Study of Juvenile Delinquency in the United States on January 16, 1954.

of delinquency, approximately 95 percent of delinquent 17-year-olds are out of school; 85 percent of delinquent 16-year-olds are out of school and 50 percent of delinquent 15-year-olds are out of school. Furthermore, 31,990 delinquents 14 years of age or younger are not enrolled in school. Thus 61 percent of the group of delinquents 8 to 17 years old in 1952 were not enrolled in school as against 39 percent who were. The question is: Were these youngsters out of school because the school failed to keep them interested or were they out of school because they were delinquent?

The relationship between the schools and delinquency has been pointed out by an eminent group of scholars.¹ In 1948 these decided that "The school is related to juvenile delinquency in three ways: It may produce delinquency; it may help to prevent delinquency; it may deal with delinquent behavior that is encountered within its walls."

The most startling of these three statements is that the school may produce delinquency. Studies show that a bad home or a bad neighborhood produces delinquency more often than a poor school and for different reasons, but a poor school must share the blame.

If you ask how schools contribute to delinquency, I would say that some school conditions frustrate some pupils or set up situations causing delinquency; others fail to supply an interest, a release of tension, or a sense of security or satisfaction children need. These failures may result in delinquency as surely as failure to supply reading opportunities results in many children being unable to read.

Some of the factors which make schools ineffective in handling children are these:

Some teachers are not properly prepared

¹ Forty-seventh Yearbook of the National Society for the Study of Education entitled "Juvenile Delinquency and the Schools."

to detect the needs of pupils who should have special attention or to meet these needs.

Many teachers are not given time to know pupils as individuals.

Many teachers are not given special assistance to deal with problems which they recognize but do not know how to treat. They feel as I did as a young principal during a mumps epidemic. I could agree with pupils whose glands were swelling that they had the mumps. But the only thing I knew to do was to get them away from the other pupils. I had neither the knowledge nor the facilities to nurse and help the sick.

We need careful research studies to help determine what school conditions contribute most to building or reducing the tensions, security, interests, and satisfactions which frequently cause or avoid delinquency. I hope to see the Office of Education participate in such basic research studies.

Although some school conditions may help to produce delinquency, it is also true that schools may prevent it. The prevention of delinquency will come from schools which try to educate all children by teaching each child on the basis of setting tasks and recognizing progress according to his own abilities. Such schools find out what kind of person each pupil is and use the information about each child so that all who deal with him may act on it. They main-

tain close contacts with homes and neighborhoods. They try to make up for lacks, and supply resources otherwise absent. When children are clearly victims of their own or of family personality difficulties, these schools use appropriate family, church, psychological, medical, and social services. In short, they strive to keep children in school, and to keep them successfully in school. This all takes time, staff, and money. Above all, it takes a desire to see that every child is treated as an important human being, not just as an additional number in the school enrollment.

Besides having a challenge to prevent delinquency, schools also have to deal with it. To treat children before and, if necessary, after legal action, calls for cooperation of the home, the school, and the various services described above, working with the courts, with probation officers, and with institutions where the delinquent may have been committed.

Having in mind these relationships between the schools and delinquency, we can see the difficulties and challenges facing American teachers.

The job of the schools must be chiefly prevention and prevention carried out as part of the present staggering load of the schools.

The measures I recommend are four in number. Their object is to give school people a chance to deal with children as

individuals, for children or adults who have some feeling of success and happiness don't need to exhibit bizarre behavior nor do they need to gain temporary attention by defying the adult world by delinquent behavior. Statistics show that successful children in school provide by far the smallest proportion of delinquents. Children who have dropped out or who are badly retarded provide far more than their share of delinquents. I can't say that these statistics represent cause and effect, but we feel that if children can be kept in schools which foster their success and adjustment, one of the springs supplying the stream of delinquency will tend to dry up.

The first measure I propose to curb delinquency is to give each teacher a group of students small enough so that she can know and teach them as individuals. Today nearly 70 percent of our classes number more than 30 students per class. About 30 percent of the classes have more than 35 pupils per class. With such numbers, teachers cannot give real individual attention to students.

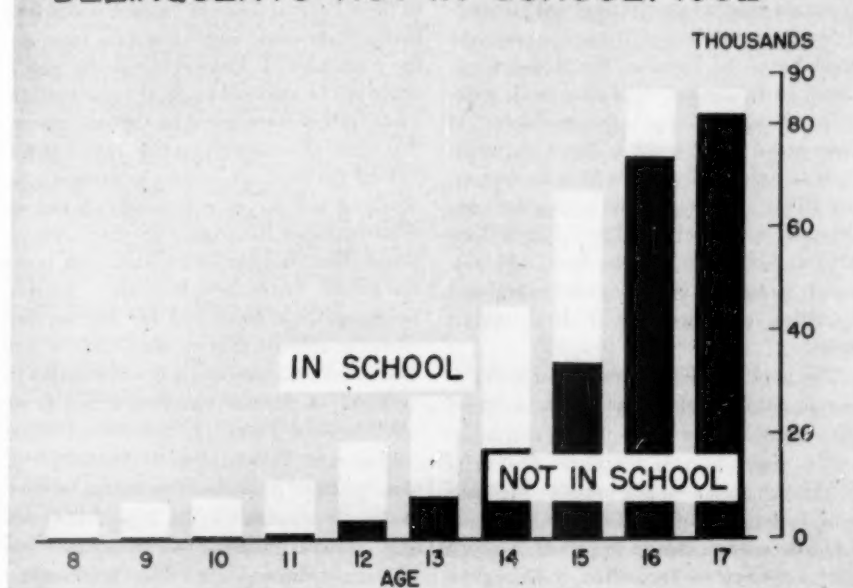
The second measure is to provide adequately prepared teachers—persons who understand how to work with children and youth, who are interested in working with and helping them, and who have demonstrated their ability to work constructively with children. With half of the Nation's teachers receiving less than \$3,400, the incentive is not great for teachers to secure this adequate preparation.

A third measure is to provide some specialized staff to help teachers with the special problems involved in learning, recording, and interpreting the characteristics of each pupil, and his home and neighborhood. Psychological, medical, and social services to deal clinically or otherwise with youngsters needing care beyond that which the teacher and principal can provide are also needed.

My fourth proposal is that parents and school leaders unite in support of school programs and procedures which seek to solve the problems of delinquency at their roots. They are in a strategic position to help the public understand the importance of school programs which make adaptations for differences in needs between fast and slow learners; between the shy and the aggressive; and so on. Communities may unwittingly continue schools which breed

(Continued on page 64)

DELINQUENTS NOT IN SCHOOL, 1952



School Problems Near Large Federal Installations

by B. Alden Lillywhite, Associate Director for Federally Affected Areas

AMONG THE MANY current public school problems those confronting districts located near large Federal installations are particularly difficult to solve. In prosecuting its domestic programs for the general welfare, the Federal Government does many things. It acquires large areas of land for development and preservation of forest resources; it builds dams for reclamation of arid lands, control of floods, and development of electric power. It maintains bird and other game sanctuaries for preservation of wildlife; builds, owns, and operates veterans hospitals; operates a border patrol; and conducts experiments in agriculture, atomic energy, and public health problems, to mention only a few. These domestic activities are small in comparison to the number, size, and scope of Federal activities in time of war or threat of war.

During World War II approximately 16,000,000 men and women were in the armed services. The United States built and operated army posts, airfields, and naval bases to train this personnel to fight a global war. It built and operated plants and factories to manufacture the material needed to fight this all-out war, and constructed ships and planes to transport these materials and men to all parts of the world. In centers of military training and defense production, it built, operated, and still owns hundreds of thousands of housing units for military personnel, warworkers, and their families. The Korean conflict and the Nation's commitments elsewhere have necessitated a continued high level of military strength since the end of World War II.

Thus, for almost 12 years Uncle Sam has been a landlord, an industrialist, and a businessman on a very large scale in a substantial number of communities in the Nation, but has not paid taxes as private business does, because property under Federal ownership and control is not subject to

State or local taxes. Often these large Federal projects are located in rural areas where there is room for expansion, but where community financial resources are limited.

The burden of a greatly increased school enrollment coupled with loss of tax base is too great for most of the communities adjacent to these Federal projects to meet with their limited resources. Frequent changes in level of employment of many Federal activities, sometimes marked by very large and sudden increases or decreases, have aggravated the problem.

During World War II, Federal assistance for construction and operation of community facilities, including schools, was provided under the Lanham Act. The primary purpose of this program was to aid in prosecution of the war effort; consequently, after the cessation of hostilities it was discontinued or greatly curtailed. Congress continued, on a temporary year-to-year basis, a small program of assistance for maintenance and operation of schools in certain areas where the need was greatest. However, as the cost of this temporary program began to increase, the House Committee on Education and Labor made a detailed investigation of the problems in these areas. As a result of these investigations Congress passed two bills in September 1950; one provided assistance for construction of school facilities (Public Law 815) and the other (Public Law 874) provided assistance in the maintenance and operation of schools in Federal impact areas.

The policy of the Federal Government in enacting this legislation is stated in one of the acts as follows:

"In recognition of the responsibility of the United States for the impact which certain Federal activities have on the local educational agencies in the areas in which such activities are carried on, the Congress

hereby declares it to be the policy of the United States to provide financial assistance (as set forth in the following sections of this act) for those local educational agencies upon which the United States has placed financial burdens by reason of the fact that—

"1. The revenues available to such agencies from local sources have been reduced as the result of the acquisition of real property by the United States; or 2. Such agencies provide education for children residing on Federal property; or 3. Such agencies provide education for children whose parents are employed on Federal property; or 4. There has been a sudden and substantial increase in school attendance as the result of Federal activities."

The acts related Federal payments to the portion of the cost of education provided from local revenue sources in terms of the loss of tax base by or the increased costs to local school agencies by reason of Federal activities. They did not provide for payments to States for State aid paid on account of these Federal impacts because it was felt that a State could impose certain taxes on the residents of Federal property which could not be imposed by local communities. They further were based on the assumption that generally throughout the Nation about half of the local tax income to finance construction and current operating expenses of schools comes from taxes on places where people live, and the other half from taxes on places where people work. Specific formulas were developed for determining when a school district was eligible for assistance and how much it was entitled to receive. A district was determined to be eligible when it was shown that the Federal impact constituted a distinct financial burden, and the amount of assistance equaled as nearly as possible the financial burden this impact created. All assistance was channeled through the Office of Education,

and any interference or control of any aspect of the local educational program by any Federal agency was prohibited.

The school construction program had an effective period of 2 years. It was intended that the current expenses program be permanent, but an expiration date of June 30, 1954, was set in order to allow a review of the act by Congress so that desirable changes might be made.

The Construction Program

During the life of the construction program a total of \$341,500,000 was appropriated to meet requirements amounting to over \$440,000,000, leaving about \$99,000,000 in entitlements unpaid. As of October 15, 1953, \$293,844,373 has been allotted to 750 local educational agencies for 1,221 construction projects, and \$44,316,388 has been allotted to construct 20 temporary schools and 96 schools on Federal property.

Of these 1,337 projects, over 600 are essentially completed and in use, and the remainder are under construction. They will provide approximately 14,500 classrooms and auxiliary facilities and will house approximately 440,000 children. Allotments were restricted to amounts sufficient to house only the "unhoused" children in minimum school facilities. Practically all funds appropriated under this act have been allotted to projects.

The Current Operating Expenses Program

Appropriations are made each year under Public Law 874 to pay the amounts eligible school districts are entitled to receive for current operating expenses. In 1951, 1,287 districts were eligible for assistance in the amount of \$29,908,293, of which sum only 96 percent was paid because appropriations were not sufficient to meet the full costs. In 1952, 1,746 school districts were eligible for approximately \$48,000,000 and were paid 100 percent. In 1953, 2,200 districts were eligible for approximately \$55,000,000, and funds were available to pay the full entitlement. These districts had about 4,450,000 children in average daily attendance of whom about 825,000, or 18 percent, were there as a result of Federal activities. Federal payments constituted on the average about 6 percent of the total current operating expenses of the eligible districts. It is estimated that 2,600 districts will be eligible



A social science class uses the excellent library facilities of the Clover Park Junior High School, Takoma, Wash.



The new Jefferson Davis School serves the junior high school students of North Little Rock, Ark.

in 1954 with total entitlements substantially exceeding the \$66,500,000 available.

Each year approximately \$2,900,000 in Federal funds have been used to provide an educational program for about 11,000 children living on 30 to 36 Federal installations where no local educational agencies were able to provide the educational program. In these cases the Commissioner of Education has made arrangements for the free public education of the children involved. The increase in the size of this program each year it has been in operation corresponds roughly to the increase in expenditures made by the Federal Government for defense and security in the same period.

Federally Owned Property

Information on the value and extent of federally owned or controlled property was obtained in the administration of these programs. In school districts eligible for assistance during 1953, there was a total of 2,034 different Federal properties which contained an estimated 62.2 million acres

and had an estimated tax value based on local assessment rates of \$19.7 billion. Of all entitlements computed for Public Law 815 approximately 81.5 percent were on account of pupils who either live on, or live with a parent employed on, nontaxable Federal property. For maintenance and operation it was about 90 percent.

Total entitlements under Public Law 874 for 1953 were just under \$59,000,000. An average tax of only 3.0 mills on the estimated valuation of the federally owned property would provide this amount. The typical school district receiving this assistance levied a tax of 15.6 mills for current operating expenses. Thus, the average local taxpayer is contributing about 5 times as much on his privately owned property through local taxation as the Federal Government is contributing through Public Law 874. If a tax were levied on the federally owned property at the same average rate as was levied on private property, the yield would be over \$300,000,000 a year.

(Continued on page 61)



Dedication of Rich Township High School

By Oveta Culp Hobby, Secretary, U. S. Department of Health, Education, and Welfare

IT IS a great pleasure to join with you in the dedication of Rich Township High School here in Park Forest.

Almost every day that has passed since I became the Secretary of Health, Education, and Welfare has brought to my desk some problem of education. Many of these have involved the overcrowding of our classrooms or the shortage of teachers.

This school and the thrilling story of its building testify to our belief as a people that, when citizens are concerned about their schools, they will secure better schools for their children.

You were fortunate to have Superintendent Baber, and the other men and women serving on your citizen committees, with the knowledge and the ability—and above all, the vision—to guide you in solving your problems.

Working with your leaders were you citizens of Park Forest.

Some of you worked on the planning committees. Some of you tabulated the questionnaires that showed what kind of school your community wanted. Some of you visited other community schools, talked with students, teachers, and educational consultants.

All of you gave your devotion and loyal support.

*An address delivered at Rich Township High School, Park Forest, Ill., December 6, 1953.

That is what I call real community interest. And that is why today you have this modern school plant—this educational, civic, and cultural center.

You have combined the initiative and interest of early America with the knowledge and experience of modern America, to build a school that will serve the future of your children's America.

Your efforts are in the American pioneer tradition. The men and women who settled in the West were used to taking care of themselves. What they needed as a community, they built as a community. And often the schoolhouse was the first public building erected.

The neighbors pitched in, and a log schoolhouse was put up, with one door, an oilpaper window, and split-log benches along the walls.

To this meager schoolhouse came the children of the pioneers. The summit of their education was usually a knowledge of the elementary rules of reading, writing, and cyphering. Terms were short, schoolbooks were scarce, and the teacher's pay was small.

But poor as most of those schools were, many a faithful teacher succeeded in inspiring his pupils with a thirst for knowledge. And by his presence in the frontier homes as he "boarded around," he exercised an influence far beyond the schoolroom.

It may well be that we have lost some of

the sense of personal responsibility for the schools that was so obviously felt by the pioneers. Many Americans have perhaps taken their schools for granted. Certainly, we have allowed the teacher shortage to grow, the educational wage scale to lag, and many of our school buildings to become obsolete.

A few days ago, I received a letter from a dismayed parent in a large American city. This is what she said:

"Can't you do something about young parents concerning themselves about voting and such.

"Last Saturday we held an election to decide whether to increase our city taxes from \$1 to \$1.10 in badly needed support of the schools. Every newspaper in the city had urged the public to vote for this increase. I worked at the polls all day . . . the younger people who have the children to be educated did not turn out.

"There were 72 votes cast in our box—in contrast to the several thousand votes cast during the last presidential election. And ours is a neighborhood of young marrieds."

In that election, she went on to tell me, the increased school taxes were passed, but by a slim margin. Only 4 of the 7 new school-board members had really endorsed the tax raise, the 3-man minority had frankly said they preferred cutting down

on the public-school services—though it is a school system which does not begin to be comprehensive in its program.

This worried parent had written to ask a Federal officer to do something. That is understandable in the face of such community apathy—an apathy exhibited by those who should have felt most strongly about schools, and an apathy unmoved by the vigorous appeals of the press.

No wonder she felt a despair which made her turn to a national official.

But she cannot be answered from Washington alone.

Our public schools began in our local communities. They must stay there.

Dr. Brownell, our new Commissioner of Education, and I both feel very strongly that the Federal Government must not interfere in educational matters which rightly belong to the local and State authorities.

In America, we work on the principle that public questions can best be threshed out by those who understand them best.

In educational matters, this means that local school districts must tackle their own problems—just as you have done here with such splendid success. If a problem crosses local boundaries or defies local resources, the State may step in. And if neither local nor State authorities can handle a situation, they may turn to the Federal Government for assistance.

When the Office of Education was established in the Federal Government by Congress in 1867, it was charged with three principal duties—research, collection and dissemination of information, and promotion of education throughout the country. These are still major functions of the Office.

Advisory Committee

To these, however, have been added such other responsibilities as administration of Federal grants-in-aid for land-grant colleges and promotion of vocational education; for allocation of critical materials for school and library construction during the Korean emergency; and administration of Federal financial assistance to provide urgently needed school buildings in communities adjacent to defense and military areas.

The Office of Education, therefore, is in general a service agency. It assists the progress of education by providing advice,



Interior view of Rich Township High School.

leadership, and technical aid. It works with States and their local communities and with voluntary educational organizations. It provides educational information, and focuses upon educational needs and aims.

Let us not lose sight of the fundamental purposes for which the Office of Education was established. Let us continue the planned partnership of local, State, and national efforts to identify the weaknesses in our educational programs and to provide the leadership needed to insure the most effective education possible for our greatest national resource—America's young people. As we strengthen education for our youth, we give them the tools to maintain and promote freedom and enlightenment so necessary in today's world.

Today, the Office of Education is devoting much time to helping States and localities meet two urgent needs of our schools—the need for more teachers and the need for adequate accommodations.

You are aware of the teacher shortage in our elementary and secondary schools. The elementary schools alone need 72,000 more teachers than they had last year.

And that need will increase. In the next 2 years, the crop of public-school pupils will jump by more than 2¾ million. By 1960 it is estimated there will be 10 million more students in our Nation's schools and colleges than there were last spring.

These needs can be met only by attracting more of our able young people into the teaching profession. To do this, we must pay them better salaries, provide teacher education institutions that compete in attractiveness with other professional institutions, and see that the life of teachers makes them enthusiastic about remaining in teaching and encouraging others to join with them.

In spite of a record 50,000 new classrooms built last year, school construction still lags far behind the need. This fall,



Group of Rich Township High School students strolling in front of new building.

the United States was short 345,000 public elementary and secondary classrooms.

Taking increased enrollments, building deterioration, and obsolescence into account, we will probably need 425,000 additional classrooms by 1960.

Few Americans realize how many children go to schools which are overcrowded and unsafe. The State departments of education have reported to us that many classrooms are overcrowded. One of every five pupils in our country goes to school this year in a schoolhouse that does not meet minimum fire safety conditions.

Here is an opportunity for every citizen to do an urgently needed job. By taking an active interest in our local schools, he can help to make sure that his community provides an adequate school budget and gets the best for the money it spends.

The fact that Americans are showing an increasing interest in their schools is one of the brightest spots today and for the future. What an upsurge of activity there

has been among citizen groups in the last few years! What a remarkable job they are doing!

Today our parent-teacher organizations have about 8 million members—twice as many as they had in 1946. Approximately 8,000 citizen groups are now working on educational problems with their school boards and administrators. In 1950 fewer than 1,000 such groups were known. Dozens of great national organizations—farm, fraternal, religious, veteran, business and professional, and others—are working hard for educational progress.

Responding to these efforts, the American people are voting increasingly larger sums for education. Last year, communities and States taxed themselves approximately \$500 million more than the year before for schools. They spent 7½ billion dollars to build and operate primary and secondary schools. Teachers' salaries were increased from an average of about \$3,240 to \$3,400.

All of us realize, of course, that dollars—necessary as they are—don't add up to education. Actually, of course, it is the individual teacher in each classroom, teaching your son and my daughter, who is indispensable. The dedicated men and women who teach our youngsters are truly the greatest glory of American education.

Good teachers make good schools, and good schools are fundamental to the American way of life. The Nation's free schools are preeminent among the free institutions on which our way of life depends. They deserve the full and undivided support of all Americans.

President Madison once summed it up this way: "Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives."

I congratulate you for the contribution you are making in this community to the advance of education in America.

International Education Service

Opportunity to render service to education internationally has come to two additional members of the Office of Education staff in recent months.

DR. GALEN JONES, Director of Instruction, Organization and Services Branch, State and Local School Systems, was designated by the Department of State as a member of the United States National Commission for UNESCO. This citizen group acts as liaison

between the Government and the people in relations with the United Nations Educational, Scientific, and Cultural Organization.

The National Commission is composed of 40 persons selected by the Secretary of State and 60 persons who are designated by national organizations for appointment by the Secretary.

Dr. Jones received direct appointment by the Secretary. As a member of the National Commission, he will represent the National Association of Secondary School Principals.

The United States National Commission for UNESCO was created by act of Congress in 1946. In addition to its responsibilities as an advisory group to the Government, it serves as liaison between UNESCO, which has its headquarters in Paris, and the American people. The 100 members of the National Commission serve without compensation.

RALPH C. M. FLYNT, Director of the General and Liberal Education Branch, Division of Higher Education, headed the United States delegation to the Second International Study Conference on the Atlantic Community which was held in Copenhagen, Denmark, August 29-September 5, 1953. Representatives of the fourteen

member states of the North Atlantic Treaty Organization formed the Second Study Conference, the first of which was convened at the request of Lord Ismay, Secretary-General of NATO, and held at Oxford University, England, in September of 1952. Mr. Flynt who is Vice Chairman of the American Council on NATO was also a member of the United States delegation at Oxford University.



Galen Jones.



Ralph C. M. Flynt.

Selected Highlights in American Education—1953

With the help of Office of Education staff specialists, SCHOOL LIFE takes this opportunity of reviewing certain highlights in education during 1953.

PROBABLY the most significant single event in American education in 1953 was the creation of a new Federal Department of Health, Education, and Welfare with Cabinet status. In transferring the functions of the Federal Security Agency to the new Department, and elevating its Administrator, Mrs. Oveta Culp Hobby, to the status of Secretary, President Eisenhower insured greater recognition of the national leadership of the Office of Education. Further recognition was given to the field of education within this reorganization by providing in the Reorganization Act, as signed by the President on April 1, that legislative authority could continue to be given direct to the Commissioner of Education within the Department.

In his message transmitting his reorganization plan to Congress—although not as a part of the plan itself—The President included a recommendation for the establishment, by statute, of a special advisory body to the Secretary on problems of education. Said the President:

"There should be in the Department an Advisory Committee on Education, made up of persons chosen by the Secretary from outside the Federal Government, which would advise the Secretary with respect to the educational programs of the Department. I recommend the enactment of legislation authorizing the defrayal of the expenses of this Committee. The creation of such a Committee as an advisory body to the Secretary will help insure the maintenance of responsibility for the public educational system in State and local governments while preserving the national interest in education through appropriate Federal action."

Legislative proposals for the establishment of the Advisory Committee on Education have been introduced by the Eighty-third Congress, second session.

On July 10, 1953, Public Law 109 created a Commission on Intergovernmental Relations to study the proper role of the Federal Government in relation to the States and their political subdivisions in all fields involving intergovernmental relations, including the field of education. The 25-member Commission is required to submit a report and recommendations to the President and the Congress, not later than March 1, 1954, concerning the allocation of governmental functions to their proper jurisdiction and the adjustment of intergovernmental fiscal relations among the various levels of government. In view of the importance of local-State-Federal relations in educational matters, particularly in the educational grant-in-aid programs, the work of this Commission is potentially of great significance to American education.

For the first time in its history, three commissioners served the Office of Education in 1 year. Earl James McGrath resigned on April 22; Lee M. Thurston died in office September 4, after serving less than 3 months; and on November 16, Samuel Miller Brownell was sworn in as the 13th Commissioner of Education.

Information on educational progress and problems received wide circulation during 1953. There were more articles on the public schools in national magazines than ever before—a total of 222—and the Office of Education answered more than half a million inquiries and distributed more than a million copies of its publications.

SCHOOL ENROLLMENTS

The year saw both the greatest crop of pupils in the Nation's history and the greatest upsurge of parent interest in their schools. The schools opened their doors to 37 million pupils—2 million more than in 1952. Distribution of this number is estimated as follows: public and private elementary schools, 27 million (an increase of more than 1.5 million); public and private secondary schools, 7.3 million (an increase of approximately 200,000); colleges and universities, 2.5 million (an increase of 100,000 over 1952).

In their record number of school-age youth, parents evidenced an increasingly active civic interest by taxing themselves more than ever before for education—a total of 7.5 billion dollars—500 million dollars more than in 1952—and by participating in various school activities. Citizens in the number of 7,953,000 were members of the parent-teacher associations, doubling the membership of 1946. They attended "visiting days," and cooperated in teacher-parent conferences, school surveys, and opinion polls for the improvement of school programs and development of individual pupils.

The Office of Education, the Advertising Council, and the National Citizens Commission for the Public Schools worked together in the Better Schools Campaign to stimulate community interest in the problems of the public schools. The fact that Americans have been showing an increasing interest in their schools is one of the brightest signs today and for the future. As of August 1953 there were 8,000 lay citizen committees working on educational prob-

lems with local school boards and administrators in as many towns. In 1950 there were fewer than 1,000 lay citizen groups of this kind known to the National Citizens Commission for the Public Schools.

Major credit for these gains rests with the thousands of local communities and the millions of interested citizens who, in accordance with the long-established tradition of State and local control of education, carried the principal responsibility for the management of their local schools. The vigor and vitality of this tradition is a source of continuing strength to mid-twentieth century America.

SCHOOL SHORTAGES

Although American communities built 50,000 new classrooms—an all-time record—there remained a serious shortage of classrooms and related facilities. The Nation was short 341,000 classrooms in August 1953. This meant that 3 classrooms out of every 5 were overcrowded. In addition, 1 out of every 5 pupils attended a school which did not meet minimum fire safety conditions.

The present rate of school construction is less than one-half the annual construction figure needed to meet current needs, to take care of normal replacements and to reach the goal of an estimated 450,000 classrooms needed by 1960, in addition to the current backlog. The new schools completed and now under construction reveal substantial progress in functional planning and more attractive school environment than found in schools erected prior to World War II. Increasingly, grades 7 and 8 have become part of a junior high school organization in which teaching is departmentalized. Slightly over 57 percent of the public secondary schools are now so divided; and only 25 percent of pupils attended the traditional 8 elementary grades and 4 high-school years.

FEDERAL ASSISTANCE

In certain critical areas, school shortages have been alleviated by Federal aid. In amending and extending Public Laws 815 and 874 for 2 additional years beyond their scheduled termination dates, the Eighty-third Congress reaffirmed the position that the Federal Government would continue to assist school districts which had suffered financial hardship as a result of Federal

activities. This principle was established as a nonpartisan measure during the Eighty-first Congress and was reaffirmed by the Eighty-third Congress.

Under Public Law 874, Federal assistance was given to 2,200 school districts for approximately 825,000 federally connected school children to assist in continuing or maintaining an educational level in these federally affected areas comparable to similar communities in the same States.

Under Public Law 815, approximately 800 projects for construction of school facilities were placed under construction to house increases in school enrollment brought to those communities by activities of the Federal Government.

EXPANDING EDUCATIONAL OPPORTUNITIES

During the year 1953, several States took steps aimed at providing educational opportunities for Negro children on the same basis as those for white children.

There were many evidences of concern in 1953 for education of the gifted as well as normal and slow learners. This concern for the Nation's 5,000,000 handicapped and gifted children is illustrated by Ford Foundation projects as well as the initiation of an Office of Education investigation into the procedures being used with fast and slow learners. The growth in special education services and programs in State and local school systems has caused a corresponding shortage of teachers qualified to provide the unique services needed by exceptional children. The Office of Education's nationwide study (with the aid of a private grant from the Association for the Aid of Crippled Children of New York City) was undertaken as one step to improve the situation by studying the qualifications and preparation of teachers of exceptional children. The study involves about 2,500 leaders in special education including State and local supervisors, college and university professors, and special teachers.

STATE STATUTORY IMPROVEMENTS

The movement of improving State structures for education was accelerated throughout the Nation in 1953. A number of States made fundamental constitutional or legislative changes. Ohio and Nebraska, for instance, improved their State organization for education through constitutional amendments providing for State boards of

education that would appoint the chief State school officer. South Dakota and Iowa made fundamental legislative changes by creating State boards of education where none had existed before. Widespread progress was also made in the establishment of larger and more effective local school districts. The gains made during the past year represent the continuation of a trend, beginning about 1945, in local school district reorganization programs in which the local people most directly concerned are given responsibility for improving their school districts. These newly established school districts appear to be greatly improving the scope and quality of educational opportunities for rural children and youth.

TEACHER SHORTAGE

The shortage of qualified teachers—especially for the elementary grades—continued in 1953. The total shortage of qualified elementary school teachers when the schools opened in September was about 72,000. This deficiency could only be overcome by further overcrowding, double sessions, etc., and by recruiting into the elementary schools teachers whose qualifications fell short of desirable standards. Some long-range progress was made during the year in the recruitment of able students for teacher education and improvement of teacher education curriculum to make training programs meet the needs of modern schools. Another encouraging development was the raising by the American people of the average classroom teacher's annual salary from \$3,200 to \$3,400.

DEVELOPMENTS IN TEACHING METHODS AND MATERIALS

One of the most noteworthy developments in school curricula has been the teaching of foreign languages in elementary schools. In 1953, foreign language study was given in one or more public elementary schools by 34 States and the District of Columbia. In some cities the practice was citywide; but there was no uniform pattern as to grade level, choice of language, selection of teaching personnel, and children included. In a world which becomes smaller every year, it is well indeed for more Americans to learn how to communicate directly with the people of other nations.

A national conference of more than 350

educators from all over the Nation met in Washington during January to consider the problems of language teaching and study in public elementary schools. This opportunity to exchange experiences and explore new approaches was the outgrowth of a proposal by Commissioner of Education Earl James McGrath, who said:

"The United States is, whether we like it or not, in a position of world leadership. If it is to discharge its obligations wisely and well, our citizens must understand other peoples and other cultures. To gain such understanding, many Americans must command a knowledge of one or more foreign languages. If children are to acquire language skills, our school system must provide opportunity beginning in the early grades for many children to study other tongues."

Other significant developments included an increasing utilization of community and regional resources, more democratic teacher-pupil relationships, and the use of visual aids and tape recorders. Tape recordings were used for student self-evaluation in overcoming poor inflection and faulty pronunciation in both English and foreign languages and for teacher recordings of vocal and instrumental music instruction.

EDUCATIONAL TELEVISION

Probably the most significant development in television education during 1953 was the decision of the Federal Communications Commission to continue indefinitely all the 242 channel reservations for education. In addition, it added another 3 channel assignments for educational TV broadcasting, bringing the total available to 245.

Two States—Oklahoma and Alabama—enacted legislation aimed at creating statewide educational TV networks; two others—New Jersey and Wisconsin—have authorized experimental operation of educational TV "pilot" stations, preparatory to later development of statewide networks; and 15 others enacted legislation authorizing creation of special commissions to study the needs for educational TV station development.

Educationally owned TV broadcast stations were in operation in Houston, Los Angeles, and Ames, Iowa (Iowa State College); 20 construction permits for non-commercial educational TV stations were

granted by the Federal Communications Commission; and another 46 construction permit applications from educational institutions were on file as of July 1, 1953, awaiting Federal Communications Commission action.

In addition, 5 cities—San Francisco, St. Louis, East Lansing, Pittsburgh, and Madison—expect to have educational TV stations in operation in the spring of 1954; and 20 others expect to have such stations in operation by the end of 1954.

INTERNATIONAL EDUCATION

At least 20,000 students, teachers, educators, specialists, and technicians studied or observed under Federal programs in the United States in 1953. Through the Office of Education, all 48 States cooperated in the training of visiting teachers brought here under technical assistance and/or exchange of persons programs. These visiting teachers have not only broadened their own experience, but have contributed materially to American school programs and to international understanding and good will through this new kind of peoples-to-peoples diplomacy.

The year saw the development of a sound, effective, and economical program of technical assistance in education under the Point IV program. There was a growing realization among the countries with which the United States cooperated in technical assistance programs that education is an essential foundation for the raising of the standard of living of people in underdeveloped areas.

It is clear that the year 1954 is no time for complacency. Many States and local communities are struggling with educational problems which extend far beyond their boundaries or beyond their available resources, but which still require prompt and workable solutions. Experience indicates that educational problems which are unsolved or imperfectly solved in the States and local communities have a way of becoming national problems as the national interest itself becomes imperiled.

It is not the act of making a New Year's resolution that will continue what is good in American education and improve what is imperfect. It is the daily carrying out of the firm resolve to provide better schools for America's youth. It is the united effort of people working together—parents and

teachers, laymen and school boards, Federal and city officials, State superintendents and county governments.

Federal Installations

(Continued from page 55)

Amendments to Public Laws 815 and 874

Because of the continued high expenditures for military activities President Eisenhower recommended in his first State of the Union message that the Congress consider extension of Public Laws 815 and 874. After extensive hearings the Congress amended and extended both acts; it extended Public Law 874 for 2 years, until June 30, 1956. The Congress considered making it permanent, but approved a 2-year extension pending recommendations of the new Commission on Intergovernmental Relations.

The new construction program provided financial assistance in school housing to districts with increases in the number of children federally connected from June 30, 1952, to June 30, 1954. A new title was added to provide specifically for school districts which are educating substantial numbers of children living on Federal property, but which have had no increases in school enrollment during the years concerned. These are mostly districts educating Indian children living on tax-exempt Indian lands. The estimated total costs of this new construction program is \$137,000,000. Shortly before adjournment of the first session, the Eighty-third Congress appropriated \$70,000,000 for this program.

These programs are of considerable size and importance. They have assisted school districts, overwhelmed by Federal activities, to provide necessary school buildings and current operating expenses during a most difficult period.

Further information on the administration of Public Laws 874 and 815 is contained in the new Office of Education Report, Administration of Public Laws 874 and 815, Third Annual Report of the Commissioner of Education, June 30, 1953. Copies should be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price \$1.00.

Should Your Child Be a Teacher?

by William F. Russell, President, Teachers College, Columbia University, as told to Llewellyn Miller¹

I WAS 18 YEARS OLD and ending my sophomore year in college when I went to my father for advice with a problem I had not been able to solve.

"What career do you think I should choose?" I asked.

My father was then head of Teachers College at Columbia University. He was a great and wise teacher. He proved it with his answer.

"That you must decide for yourself," he said: "The important thing is to take a good long look—from the inside. Then make up your mind."

The next day he gave me a handful of letters of introduction. During that summer I talked with many leaders in various professions—a doctor, a lawyer, the head of a big New York department store, a banker, a broker, and the editor of a powerful newspaper. Each was enthusiastic about the rewards of his own career because each had chosen the work for which he was best suited.

I also talked with men on my father's staff.

At the end of the summer my way was clear. I knew beyond a shadow of doubt that I wanted to be a teacher.

It is a choice I never have regretted.

To me, teaching is the most challenging, exciting, rewarding career a young man or woman can choose, and its satisfactions are many.

It brings dignity of position in the community.

It often gives the security of steady employment and of pension.

It provides more than a comfortable income for the ambitious student who plans a career in education, with the care and

determination demanded for success in any profession.

It brings another and very important reward—the sense of doing a job that is meaningful and important.

That our teachers are of vital importance to our way of life, no one can deny.

Society needs some kind of social cement to hold it together. Some nations pound their people into line with soldiers and police. In this country, instead of using force and fear to make our adults behave, we use our teachers to guide our children to be decent, trustworthy people, capable of working with others and also of taking the individual responsibility that is the very foundation of our democratic way of life.

In doing this, teachers guide our national destiny just as importantly as does any statesman.

When we hear "teacher," too many of us get the quick mental picture of an underpaid schoolmarm dusting blackboards in a little red schoolhouse, with small opportunity for advancement.

Nothing could be farther from the facts of a teacher's prospects today.

If your child has the qualifications of a good teacher, there is no special interest he cannot explore, no talent he cannot develop.

Is your child interested in science? In sports? Mathematics? Art? Music? Mechanics? Public Service? History? Languages? Literature? Travel? Our vast school system offers a chance to make a living by specializing in any subject that appeals.

This was brought clearly to mind last spring when I was on a lecture tour of colleges in South America. In half a dozen cities I found American teachers holding important posts. Teaching had given them the chance to satisfy curiosities about other

countries and ways of life—and to make a good living as they did so.

On the flight across the Andes my mind went back over a long list of students I had known and the many doors that teaching had opened to them.

Some were holding jobs in Germany. Some had gone to Japan. One adventure-some young woman was having a thrilling time in Alaska. She was all over that booming frontier country, on dog sleds and skis, a vital part of her community.

I thought of the many men and women with marked executive ability who had started as elementary-school teachers and had gone on to become deans and principals and superintendents.

I thought of other students who had specialized in all kinds of fascinating research, like one girl who had chosen to teach the blind. Out of her classroom work she developed an improvement of Braille. Her influence is now felt all over the world.

I thought of countless others who were exploring new techniques in education itself, in psychological guidance, in reading habits, in aptitude testing—the list is endless.

I wondered how anyone could think of teaching as lacking in opportunity for personal satisfaction, as well as professional achievement.

What does it cost to train your child to be a teacher?

Fees at State teachers colleges are low. Four years of college (a B. S. in Education) is enough to make your child self-supporting. After that the young teacher can pay out of his own earnings for what additional schooling his ambition prompts him to take. A great advantage is that his career affords him time to advance himself. If he cannot take an extra year in college for his master's

¹ This article by Dr. Russell was prepared especially for New York Life Insurance Co. It is reprinted in *SCHOOL LIFE* by special permission.

degree, he can win it and higher degrees during his free summers, and so qualify for the bigger salaries of high school and college posts.

What are your child's financial prospects as a teacher?

The person who goes into teaching for money, only, is in the wrong business, though there are financial prizes to be won at the top of the profession. The estimated average income for classroom teachers last year is \$3,045 for 9 months' work. This, admittedly, is not much as money goes today, especially when you remember that 20 percent of those teachers made less than \$2,500. On the other hand, thousands of teachers are in a comfortable \$5,000 to \$10,000 bracket. The superintendent of schools in one of our larger cities earns \$32,500 a year.

Do men have a better chance at the bigger jobs than women?

Let's put it this way: Men who choose teaching seem to hit harder for the prizes at the top. Sex is no bar to the biggest jobs, however. The superintendent of schools of the State of Washington is a woman, and there are thousands of women principals. It is talent, merit, and ambition that decide how far your child will go in teaching, just as in any profession.

Is the field overcrowded?

No. Teachers are one of the most severe manpower shortages we have. In 1952 there were about 1,043,000 public school teachers. National Education Association figures show that we shall need 160,000 more by the fall of 1953—and that we shall have only 30,000 newly prepared ones. Any student qualified to teach can make a wide choice among jobs.

How can you tell if your child will be a happy and successful teacher?

1. Does he like to study? A good teacher does not stand still. He has a natural curiosity and scholarship that make him keep pace with all aspects of our changing world, as well as those of his own specialty.

2. Is he interested in other people, particularly in young people? If he is, association with the wonderful zest of the young will keep him young all his life. Too many people go into teaching in a negative way

because it is the line of least resistance for them. These become the misfits who give the least and get the least, like the teacher who never married, "Because I loathe kids, and they loathe me." If your child is strongly egocentric, teaching is not for him.

3. Is he adaptable? Does he know how to play on a team? A good teacher must be able to work with others. He must have tact and imagination and a strong sense of fair play, in order to be useful to pupils from all levels of society and to take his own important place in the adult life of his community.

4. Does your child have strong health and nerves? Teaching is a complicated, demanding process. It takes great skill, concentration, and self-discipline. It is not for the physically or emotionally weak.

5. Has your child good character, morals, and manners? Remember that a teacher deals not only with reading, writing, and arithmetic. He sets standards. He forms tastes. He needs to be a moral, decent,

thoroughly trustworthy person, himself, if he is to be trusted with the guidance of the young.

6. Does your child believe in the brotherhood of man and the fatherhood of God? Without these two beliefs, he will miss the truest satisfaction of teaching. Every good teacher has a sense of "cause" and of service. It is a little more than ordinary public spirit. It is rather more a faith in human perfectibility. For instance, the Nazis were enormously effective teachers, but I would not call them good teachers—because they lacked those two faiths.

If your child has these qualifications, teaching will bring him a comfortable, secure, endlessly interesting life, an assured place in his community and, best of all, the knowledge that his time on earth has been turned to useful account beyond the power of any man to estimate.

In the words of Henry Adams, "A teacher affects eternity. He can never tell where his influence stops."

Fellowship Program for High-School Teachers

THE FUND for the Advancement of Education, established by the Ford Foundation, is announcing a new program of fellowships for approximately 300 public secondary school teachers for the academic year 1954-55. This program is designed to permit the recipients to devote a year away from the classroom to activities that will extend their liberal education, improve their teaching ability, and increase their effectiveness as members of their school systems and communities.

The Fund believes that such an opportunity afforded to teachers of demonstrated ability will substantially contribute to the improvement of secondary teaching throughout this country.

The responsibility for designing the year's activity rests primarily upon the candidate. Because this fellowship program is concerned chiefly with the broadening of the individual, it does not include the same types of specialized activity as teachers have traditionally engaged in during summer months or sabbatical leaves. In other words, Fund fellowships are not to be used for just another year of graduate work or toward a graduate degree in teacher train-

ing. The candidate should plan the most stimulating year he can imagine for the enrichment of his life as a teacher.

The amount of the fellowship award will generally be equivalent to the regular salary the teacher would receive during the school year (excluding summer, night school, or other "extra" work), but no less than \$3,000. Reasonable allotments will also be added for necessary transportation expenses or for tuition in case the teacher registers at an institution for additional work. Only costs of transportation within the continental limits of the United States may be covered by the grant, though a fellowship recipient is free to undertake foreign travel at his own expense.

During the past 2 years the National Committee on High School Teacher Fellowships has conducted this program for the Fund on an experimental basis, limited to teachers in a selected number of school systems. Building upon this experience, the committee is now ready to offer all teachers in public secondary schools the opportunity to compete for these fellowships.

Any classroom teacher in a junior and senior high school who has the necessary

qualifications may enter the local competition. Eligibility for a fellowship is limited to teachers (1) who have taught at least 3 years and have devoted at least half time to classroom teaching in each of the past three academic years, and (2) who will not be more than 50 years of age on April 15, 1954.

Forms for both individual applicants and for local nominating committees are being distributed to superintendents in all high school districts throughout the country. A limited number of additional forms may be obtained from the National Committee on High School Teacher Fellowships, 575 Madison Avenue, New York 22, New York.

Individual applicants should not apply to the Fund for the Advancement of Education but only to their superintendent of schools or local nominating committee.

The recommendations of the local committees should reach the offices of the National Committee on High School Teacher Fellowships no later than March 1, 1954. Final announcement of all fellowship awards will be made on or about April 15, 1954.

Juvenile Delinquency

(Continued from page 53)

delinquency unless parents and teachers help them to understand the needs of children and spend the money to make sure these children do not become delinquent through a false sense of economy.

These proposals sound general, I know. They also sound as if I were passing the buck. The fact is: Only individual communities can take action; the Office of Education can and does help by collecting facts and making them available so that local schools can take action. So does the Children's Bureau.

The Office of Education will continue to devote its energies and resources to furthering the long-term measures just outlined. It is ready and eager to use its leadership

toward securing a nationwide response from State and local school systems should this hearing and subsequent developments lead to proposals which require specific cooperation of schools with other agencies in tackling one or another phase of this problem. The Office is ready to supply, as it has many times in the past, a channel for the use of funds on State and local levels should appropriations for certain of the more needed services for the delinquent or potentially delinquent be made available.

In any case, this Office of Education statement reflects a recognition generally accepted by the schools of this Nation, I am sure, that they must accept their share of the burden of preventing juvenile delinquency and of caring for delinquents. All the evidence seems to show that juvenile delinquents are not born, but made. The schools have an important share in what must be a cooperative and continuous activity of home, school, and the many social institutions and activities we call "neighborhood." It is our task to help the schools increase their effectiveness in doing their share of the job.

New Books and Pamphlets

Susan O. Futterer, Associate Librarian, U. S. Department of Health, Education, and Welfare

(Books and pamphlets listed should be ordered from the publishers)

Adventuring in Literature with Children. Constance Carr, Editor. Washington, D. C., Association for Childhood Education International, 1953. (Bulletin No. 92 of the Association for Childhood Education International.) Portfolio of 12 leaflets. 75 cents.

The Administration of the Modern Secondary School. Fourth Edition. By James B. Edmonson, Joseph Roemer, and Francis L. Bacon. New York, The Macmillan Company, 1953. 614 p. \$5.

College Board Scores: Their Use and Interpretation. By Henry S. Dyer. New York, N. Y., College Entrance Examination Board, 1953. 70 p. (College Board Scores, No. 1.) 75 cents. (Order from: Educational Testing Service, P. O. Box 592, Princeton, N. J.)

Developmental Guidance in Secondary School. By Wilson Little and A. L. Chapman. New York, McGraw-Hill Book Company, Inc., 1953. 324 p. \$4.50.

The Gifted Child in the Regular Classroom. By Marian Scheifele. New York, Bureau of Publications, Teachers College, Columbia University, 1953. 84 p. (Practical Suggestions for Teaching No. 12.) 95 cents.

How Can We Get Enough Good Teachers? A Guidebook. Limited Edition. New York, National Citizens Commission for the Public Schools, 1953. 91 p. (Working Guide No. 6.) Single copies of final edition available free of charge.

How to Take a Test. By Joseph C. Heston. Chicago, Ill., Science Research Associates, Inc., 1953. 47 p. (Life Adjustment Booklet.) 40 cents.

Mathematics For All High School Youth. Report of Basic Skills Conference-Clinics in Mathematics. Albany, N. Y., Bureau of Secondary Curriculum Development, The State Education Department, 1953. 108 p.

School District Liability. Washington, D. C., American Association of School Administrators, 1953. 23 p. 50 cents.

The Teaching of Foreign Languages in the Elementary School. By Theodore Andersson. Preliminary Edition. Boston, D. C. Heath and Co., 1953. 119 p. \$1.25.

Television and Radio in American Life. Edited by Herbert L. Marx, Jr. New York, The H. W. Wilson Co., 1953. 198 p. (The Reference Shelf, vol. 25, no. 2.) \$1.75.

The Use of Pictures to Enrich School Resources: A Guide for Teachers. By Etta Schneider Ress. Mankato, Minn., Creative Educational Society, Inc., 1953. 32 p. \$1.

Sports in American Life. By Frederick W. Cozens and Florence Scovil Stumpf. Chicago, The University of Chicago Press, 1953. 366 p. \$5.

The Work of the Counselor. By Leona E. Tyler. New York Appleton-Century-Crofts, Inc., 1953. 323 p. \$3.

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Edna K. Cave, Reports and Technical Services

Office of Education 1953 Publications Bulletins

1. Statistics of Land-Grant Colleges and Universities, Year Ended June 30, 1952. 20 cents.
2. How Children Learn to Write. 15 cents.
3. Selected Characteristics of Reorganized School Districts. 20 cents.
4. Educational Change in Reorganized School Districts. 20 cents.
5. Mathematics in Public High Schools. 20 cents.
6. How Children Use the Community for Learning. 20 cents.
7. A Directory of 2,660 16 mm. Film Libraries. 50 cents.
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9. Public Library Statistics. In press.

Circulars

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Miscellaneous Bulletin

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251. Summaries of Studies in Agricultural Education, Supplement No. 6. 30 cents.

252. Home, School, and Community Experiences in the Homemaking Program. 25 cents.

Miscellaneous

Administration of Public Laws 874 and 815—Second Annual Report of the Commissioner of Education, June 30, 1952. 55 cents.

Annual Report of the Office of Education, 1952. 15 cents.

The Declaration of Independence and Its Story. 10 cents.

Directory of Secondary Day Schools, 1951-52. \$1.00.

Exchange Teaching Abroad—Under Public Law 584, 79th Congress, The Fulbright Act. 10 cents.

Report of the Status Phase of the School Facilities Survey. 70 cents.

Second Progress Report—School Facilities Survey. 35 cents.

New Free Publications

Earned Degrees Conferred by Higher Educational Institutions, 1952-53—Summary Report. By Mabel C. Rice and Neva A. Carlson. Circular No. 380a, December 1953.

1952-53 References on the Core in Secondary Schools. Prepared by Grace S. Wright. Circular No. 323, Supplement No. 1, November 1953.

The School Comes to the Home-Bound Child. Prepared by Romaine P. Mackie. Education Briefs No. 13, August 1948 (Re-run October 1953).

Statistics of Public Secondary Day Schools, 1951-52. By Mabel C. Rice. Statistical Circular No. 379, December 1953.

Department of Health, Education, and Welfare

Accident Frequency, Place of Occurrence, and Relation to Chronic Disease. Public Health Service Publication No. 249, Monograph No. 14, 1953. 35 cents.

Health Manpower Source Book—Section 2, Nursing Personnel. Public Health Service Publication No. 263, May 1953. 40 cents.

Records and Reports of Local Health Departments. Public Health Service Publication No. 285, Monograph No. 15, 1953. 45 cents.

Other Government Agencies

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Pocket Guide to Anywhere. A guide to conduct and good manners for anyone who intends visiting a foreign country. 1953. 20 cents.

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Your Department of State. Tells how the Department of State serves the national interest, presents the foreign policy goals of the Department, and facts about the Department. 1953. 5 cents.

Post Office Department

Postage Stamps of the United States, 1847-1953. A comprehensive review of all United States postage stamps from the first adhesive stamp, issued in 1847, through the new 6-cent airmail stamp commemorating the 50th anniversary of powered flight and others in circulation as of June 30, 1953. 65 cents.



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